

2022 Annual Report

Boggabri Public School



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Introduction

The Annual Report for 2022 is provided to the community of Boggabri Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Boggabri Public School is a creative and innovative school that produces lifelong learners in a safe, respectful and supportive learning environment through personalised learning anytime, anywhere. The school community is committed to equity and excellence in education and allowing students to achieve their personal goals in a safe and supportive learning environment. Rich and diverse opportunities and a culture of collaboration and partnerships in learning develop, the capacity, confidence and creativity in each student, allowing them to become resilient, compassionate, active and informed citizens.

Underpinning this vision is the development of exemplar teachers who know their content and how to teach it while being supported by collaborative expert Instructional Leaders.

School context

Established in 1883, Boggabri Public School's attractive, well maintained buildings and generous grounds provide approximately 78 rural and isolated K-6 students with an excellent learning environment. Boggabri is a small town in north-western New South Wales. It is part of the Narrabri Shire and lies between Gunnedah (43km) and Narrabri (57km) on the Kamilaroi Highway. Boggabri has a rich agricultural history which recently has become offset by coal mining operations. The town's name Boggabri comes from the Gamilaraay name *bagaaybaraay*, meaning "having creeks".

Respect, cooperation, honesty and fairness are embedded in all we do and all students are known and valued.

Within our technology smart classrooms, we support and cater for all students, including those with disabilities (2%); and Indigenous students (39%).

Equity funding supports Early Learning programs and programs that further develop literacy and numeracy skills, Quicksmart (literacy and numeracy intervention), Language, Learning and Literacy (L3), Centre of Effective Reading, Multi Lit and Mini Lit compliment classroom teaching and provide enrichment and individualised learning opportunities.

Excellent growth in reading and numeracy is evident in NAPLAN and Best Start results. Our innovative SMART START curriculum combines the Early Years Learning Framework and Best Start outcome, offered free to all children in the year prior to starting school.

The school has a proud tradition of sporting success at zone, regional and state levels.

Getting along, persistence, organisation, confidence and resilience are skills explicitly taught with outstanding results in both the classroom and playground.

Student Attainment

Through an analysis of NAPLAN data, a key issue emerged which showed although there were improvements in reading in years 3 and 5, the same can not be said for numeracy results. Both reading and numeracy will continue to be focus areas for the Strategic Improvement Plan. Boggabri Public School will continue with the Early Action for Success (EaFS) initiative that targets literacy and numeracy K-3.

The current baseline target in Reading is 26.5% in the top two bands and 71.6% in expected growth. The school's future Reading target is between 32.3% and 40% in the top two bands with expected growth to rise between 74.1% and 79.1%.

The current baseline target in Numeracy is 14.8% in the top two bands and 48.2% in expected growth. The school's future Numeracy target is between 21.3% and 30% in the top two bands with expected growth to rise between 56.4% and 61.4%.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school has developed processes to review and implement its curriculum provision for students and will move forward with monitoring processes as part of this plan. There will be a focus on ensuring teaching and learning programs are evidence based, explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority.

Student outcomes will be monitored closely with additional resources provided for students requiring additional support.

Assessment and Data

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices, along with the implementation of Personalised Learning Plans (PLPs) to promote learning and well-being growth as well as self-directed learning.

The triangulation of school assessment / work samples need to be more closely aligned to external data, such as NAPLAN and the Check In Assessment. Our internal reading and numeracy work samples / assessments are being aligned within the grades with consistency in analysing and making judgement about assessment data. Running records, reading observations, work samples and PLAN 2 data for teaching and learning are areas that need closer alignment to external data. Data driven practices with differentiated evidence based practices will support students with additional needs and those identified as high potential and gifted students. Learning outcomes will be tracked and monitored closely with additional resources provided to students requiring support.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Purpose

In order to maximise student learning outcomes for every student in Reading and Numeracy and to build a foundation of academic success for the curriculum areas, all staff plan and program differentiated teaching, use evidence based practices, and be responsive to the learning needs of students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly Effective Evidence Based Teaching
- Attendance

Resources allocated to this strategic direction

Integration funding support: \$26,032.00

Socio-economic background: \$139,792.00

Aboriginal background: \$62,419.00

Low level adjustment for disability: \$55,326.00

Professional learning: \$15,157.00

Per capita: \$19,456.00

Summary of progress

Teacher Practice

Having Kathryn attend for the whole day face to face for our PL enabled all staff to authentically engage with the professional learning reflecting on their practice.

Resources that have been provided in addition to her availability online for follow up questions helped staff to engage with the new syllabus

Staff engagement and availability. Distance to PL and associated cost/time constraints

Focus on quality teaching standards and cross curricular links to ensure they are a focus in planning/programming. Which could lead to deeper teaching and learning.

Attendance

Connections to early learning facilities in town have grown leading to smoother transitions.

Extreme weather events. Inability to build consistency in attendance with routines. Staffing issues. Community perception

Continue with breakfast club. Seeking inclusion to the Universal Pre Kindergarten program.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
By 2022, there will be an uplift of 7% of students in years 3 and 5 in the top two bands in numeracy from system negotiated target in 2019	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
By 2022, there will be an uplift of 6% of students in years 3 and 5 in the top two bands in reading from system	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and

negotiated target in 2019.	carers throughout the year.
Improvement in the percentage of students achieving expected growth in NAPLAN to be at or above the system negotiated lower bound target of 56.4% for numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving expected growth in NAPLAN to be at or above the system negotiated lower bound target of 74.1% for reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
To increase the number of students with attendance rate of 90% or more with an uplift from the baseline by 8.1% (Lower bound target)	The number of students attending school 90% of the time or more has decreased.
To increase the sense of wellbeing amongst students with an uplift from the baseline by 0.5% (Lower bound target)	Students reporting positive wellbeing outcomes has decreased across the positive wellbeing measures.

Strategic Direction 2: Assessment and data

Purpose

In order to maximise student learning outcomes for every student, all staff will use assessment and data to track and understand the learning needs of students to inform their teaching practice. Students will self reflect on their own learning through the Learning Intentions and Success Criteria and make judgements with teachers as to their future directions in learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data skills and use

Resources allocated to this strategic direction

Location: \$24,156.00

QTSS release: \$14,365.00

AP Curriculum & Instruction: \$60,228.00

Summary of progress

Student data will be collected and monitored through the use of excel spreadsheets using a colour code system similar to that from the DoE to easily identify students who require additional support/extension.

A whole school assessment schedule will need to be further designed and developed to ensure that expectations for all staff are evident.

ACER tests are currently being utilised across the school to allow for greater triangulation of data which informs consistent teacher judgement. The data will be used to track student growth and attainment throughout the year and to allow for forward planning.

Consistent teacher judgement has jumped focus between spelling, decodable readers, and writing this year. A more focussed approach will be required next year to ensure that we are working one area to ensure maximum impact.

Teacher capacity will need to be developed to ensure that they are engaging with the data in an authentic way.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
80% staff are working towards delivering and 20% are delivering in using formative assessment flexibly and responsively as an integral part of daily classroom instruction as indicated by the SEF descriptor and What Works Best (CESE). (school determined uplift from baseline)	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of curriculum and the theme of teaching and learning programs.
50% of classrooms programs use an expanding repertoire of formative assessment practices and data to inform students future directions in learning as indicated by the SEF descriptor and What Works Best (CESE).	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of assessment and the theme of formative assessment.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$26,032.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Boggabri Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Evidence Based Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The engagement in all learning opportunities presented to our targeted students, thus providing them with academic support and uplift in their learning. Through the success of this intervention, the students had a noticeable increase in on-task behaviour when completing classroom tasks.</p> <p>After evaluation, the next steps to support our students will be: The continuation of the employment of the School Learning Support Officer as a means to continue the academic and emotional support for our targeted students.</p>
<p>Socio-economic background</p> <p>\$139,792.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Boggabri Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Evidence Based Teaching • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Smart Start program implementation. • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: These funds were used to engage a number of staff to run literacy and numeracy programs within the school. This included the operational expenses involved in running our Smart Start Transition program which currently operates three days per week.</p> <p>After evaluation, the next steps to support our students will be: Due to the ongoing success of the Smart Start both with improving student learning outcomes as they transition into kindergarten, and boosting student enrolments; we will seek to continue this program for the foreseeable future.</p>
<p>Aboriginal background</p> <p>\$62,419.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Boggabri Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Evidence Based Teaching

<p>Aboriginal background</p> <p>\$62,419.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: A greater link between the school and the community via the liaison between the school and the community. This also resulted in a larger number of students announcing that they are from aboriginal heritage because they felt valued and supported. All aboriginal students now have a Personal Learning Plan, plus there was a greater increase of cultural activities implemented.</p> <p>After evaluation, the next steps to support our students will be: To continue with the engagement of an Aboriginal Education Officer in 2023 and continue with the implementation of cultural identity activities and providing our students with a greater sense of belonging.</p>
<p>Low level adjustment for disability</p> <p>\$55,326.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Boggabri Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Evidence Based Teaching • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention Multi Lit and Mini Lit to increase learning outcomes • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: The employment of a school based speech pathologist who has provided shoulder to shoulder support to teaching staff to implement a speech program targeting a wide range of students. In addition to this, the speech pathologist was able to work with targeted students to ensure that they received point of need support over and above what was being offered in the classroom.</p> <p>After evaluation, the next steps to support our students will be: The speech pathologist will be engaged once more in 2022 to ensure that all students are provided with the support necessary to ensure their full engagement of the curriculum. Once again we will continue working with staff to build their capacity and confidence to design and implement a quality teaching program ensuring that student speech needs are met.</p>
<p>Location</p> <p>\$24,156.00</p>	<p>The location funding allocation is provided to Boggabri Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: The continuance of our school breakfast program which provides all</p>

<p>Location</p> <p>\$24,156.00</p>	<p>students with fresh fruit, cereal and toast which for some students is their main meal of the day. Additionally, this funding has been used to support families experiencing financial hardships to purchase uniforms and attend school excursions that they normally wouldn't be able to attend.</p> <p>After evaluation, the next steps to support our students will be: A survey of students has indicated that they provision of breakfast has encouraged them to attend school as they would often miss school due as they had not eaten. By opening up the program to all students, this has removed the feeling of them being isolated and singled out. Support with uniforms and excursion costs will continue on a needs basis at the discretion of the principal.</p>
<p>Professional learning</p> <p>\$15,157.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Boggabri Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Evidence Based Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: This funding was utilised to engage an external provider to provide support and direction for staff in the area of a whole school writing program in addition to developing a school wide scope and sequence which linked learning activities and syllabus content to common threads of learning. This support and direction was to be provided through professional learning sequences which encompassed in class demonstration lessons, and afternoon professional learning sessions.</p> <p>After evaluation, the next steps to support our students will be: Following a close analysis of student data and the review of the limited funds within the school budget, it has been decided that we would not be progressing with Cross Roads Education in the future. The 2023 school executive team determined that teachers were not provided the adequate skills to build their capacity in programming or the collection of and analysis of data. The school will utilise resources and expertise available through the Department of Education to design and implement teaching and learning programs targeting school and student need.</p>
<p>QTSS release</p> <p>\$14,365.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Boggabri Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: This funding was utilised to engage an external provider to provide support and direction for staff in the area of a whole school writing program in addition to developing a school wide scope and sequence which linked learning activities and syllabus content to common threads of learning. This support and direction was to be provided through professional learning</p>

<p>QTSS release</p> <p>\$14,365.00</p>	<p>sequences which encompassed in class demonstration lessons, and afternoon professional learning sessions.</p> <p>After evaluation, the next steps to support our students will be: Following a close analysis of student data and the review of the limited funds within the school budget, it has been decided that we would not be progressing with Cross Roads Education in the future. The 2022 school executive team determined that teachers were not provided the adequate skills to build their capacity in programming or the collection of and analysis of data. The school will utilise resources and expertise available through the Department of Education to design and implement teaching and learning programs targeting school and student need.</p>
<p>COVID ILSP</p> <p>\$52,830.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The direct employment of school support staff to run intervention programs with targeted students, providing support to small groups in within their identified area of need.</p> <p>After evaluation, the next steps to support our students will be: Student assessment data was reviewed on a five weekly cycle to ensure that all students had the opportunity to engage with the programs. This program was deemed successful as it allowed many students to be bumped up to the next level of progressions. Whilst the school remains financially viable, this program will continue.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	44	33	36	46
Girls	39	36	41	40

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.9	91.8	91.8	86.5
1	93.7	81.8	82.6	88.3
2	92.9	91.0	84.4	84.7
3	86.2	91.9	93.6	81.4
4	84.2	86.9	89.9	85.1
5	90.2	82.7	86.0	85.4
6	92.2	85.9	90.7	82.5
All Years	89.3	87.2	88.6	85.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.4
Classroom Teacher(s)	3.56
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.23
School Administration and Support Staff	1.51

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	57,679
Revenue	1,566,527
Appropriation	1,507,659
Sale of Goods and Services	11,383
Grants and contributions	46,582
Investment income	903
Expenses	-1,497,541
Employee related	-1,297,512
Operating expenses	-200,029
Surplus / deficit for the year	68,986
Closing Balance	126,665

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	26,032
Equity Total	257,540
Equity - Aboriginal	62,420
Equity - Socio-economic	139,793
Equity - Language	0
Equity - Disability	55,327
Base Total	982,246
Base - Per Capita	19,456
Base - Location	24,156
Base - Other	938,633
Other Total	111,042
Grand Total	1,376,859

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

This year surveys were sent home and the school held focus group discussions with students and staff seeking information about what we do well as a school and how we can improve. Furthermore, students were encouraged to participate in the Tell Them From Me survey and to approach the School Representative Council to ensure that their voice was being heard. Things that have been discussed with students and parents indicated:

- Further communication with the school is vital, especially after the period of lockdown during the COVID pandemic. Communication does occur through the Facebook page, Sentral, fortnightly newsletter and website; however parents would like to have more say in school events and student learning.
- The P&C is an active parent group within the school who engage positively with staff, the parents and broader community. The P&C play a vital role in building a positive school culture, and they are consulted on some school decisions to provide feedback and suggestions for school activities, planning and evaluation.
- Families would like to become more involved in celebrating student success.
- The need to ensure that every voice is heard in regards to wider parent involvement in groups such as the P&C
- Students would like to have more choice and a bigger role to play in school activities and events.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.